2015

2016

JUSTICE INSTITUTE of BRITISH COLUMBIA

INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT

TEAM SUPPORT
JUSTICE INSTITUTE
OF BRITISH COLUMBIA

38

TEAM SUPPORT
WORKER

VISION

Safer communities and a more just society.

MISSION

Developing dynamic justice and public safety professionals through exceptional applied education, training and research.

MANDATE

Unique among post-secondary institutions in Canada, the Justice Institute of British Columbia offers specialized, applied education, training, and research in conjunction with our community partners in the fields of justice and public safety.

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EXECUTIVE MESSAGE

Our society continues to evolve with shifts in political, economic, and humanitarian needs at the local, national and international levels. During the 2015/2016 fiscal year, the Justice Institute of British Columbia (JIBC) continued to build on its reputation as Canada's leading public safety educator extending our reach to more than 25,000 students across 155 communities in British Columbia and beyond. JIBC graduates continue to make significant contributions to keep our communities safe so business and industry can thrive. As you will see in this annual report, JIBC moved forward in realizing our strategic goals and objectives with a view towards enhancing our effectiveness and impact. Our reputation and influence continues to grow, which is partially reflected in JIBC ranking among the top colleges and institutes in Canada (and second in B.C.) for its applied research activity.

As our standing grows internationally, more organizations are discovering that JIBC continues to provide the essential public safety training and education they require. Through our Office of International Affairs, JIBC has led new international projects enhancing the integration of mobile devices into the classroom environment with more than 300 faculty at the University of Guadalajara in Mexico. We have an MOU with Singapore Civil Defence Force to provide medic training to the same level and standards that we have been providing to the Singapore Armed Forces for more than 20 years.

We continue to strengthen existing partnerships and forge new partnerships with other post-secondary institutions creating pathways for students to transition into our programs.

We enhanced support for our students by launching the new student information system (SIS) July 1st and despite many challenges, we have turned the corner and continue to work at maximizing the functionality of the SIS and support employees impacted by this transformative change.

Our collective success stems from the collaborative efforts of many people in B.C. and across the country. We appreciate the dedication and commitment of JIBC's staff and expert faculty, and the support of JIBC's donors and stakeholders, all of whom have contributed to our mission of developing dynamic justice and public safety professionals and vision of creating safer communities and a more just society.

As the needs of people in public and community safety continue to change, JIBC remains resolute in our commitment to advance the education and training we provide. Through engaging with the justice and public safety community, we will contribute to the life-long learning and long-term success of our students, graduates and clients across various sectors in the community, government, business and industry.

Dr. Michel Tarko
President and CEO

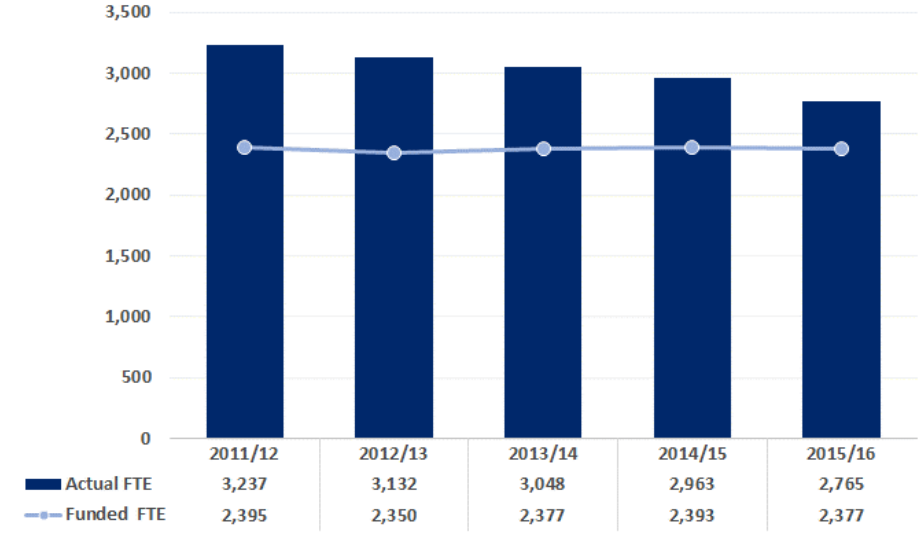
Mr. Jim McGregor
Chair, Board of Governors

INSTITUTIONAL OVERVIEW

With its main campus in New Westminster and regional campuses in Maple Ridge, Pitt Meadows, Chilliwack, Kelowna and Victoria, the Justice Institute of British Columbia (JIBC) offers specialized, applied education, training and research in justice and public safety. JIBC serves about 28,000 students on average annually through career programs, continuing education, and ongoing professional training and education courses that emphasize experiential learning to enhance skills and abilities. As well as offering a range of credentials (certificates of completion, short certificates, certificates, diplomas, bachelor's degrees and graduate certificates), JIBC's programs and courses continue to be aligned with provincial and employer needs to contribute to a skilled workforce skills for a prosperous BC.

Major program areas include policing and law enforcement, paramedicine, firefighting, emergency management, corrections, sheriffs and court administration, investigation, driver training, conflict resolution, counselling and community safety, negotiation, leadership, mediation and intelligence analysis. An explicit focus on adult education, experiential/applied learning and technology-enhanced learning means that JIBC recognizes that fostering proficiency requires education that is current, relevant, and focused on real world needs. Therefore, learning is facilitated through extensive use of case studies and problem-based activities and participation in scenarios, simulations, and field placements with practitioners as instructors. With a provincial mandate, select training and programming is delivered through online, community-based deliveries, and in partnership with other regional colleges to meet local and labour market needs. JIBC's Centre for Teaching and Learning Innovation (CTLI) supports curriculum design and delivery through a wide range of innovative and effective learning technologies, a collaborative design process integrating subject matter experts, and ongoing faculty and student support.

JIBC consistently exceeds student Full-Time Equivalent (FTE) targets set by the Ministry of Advanced Education (AVED) with an average of about 3000 student FTE per year. Average FTE utilization rate over the last five years is 127% demonstrating continued efficiency and efficacy in providing high quality programs and services to its stakeholders as the Institute meets its provincial mandate.



Source: *AVED CDW May 2016 (excludes International Students). Restated FTE in 2014.*

1.1 JIBC VISION AND MISSION

Justice Institute of British Columbia's (JIBC) Strategic Plan guides activities through its articulated vision, mission and priorities.

The vision is for JIBC to contribute to:
Safer communities and a more just society.

JIBC's Mission is to:
Develop dynamic justice and public safety professionals through exceptional applied education, training and research.

Commitments to stakeholders and the JIBC team are also articulated in the Strategic Plan that describe values, beliefs, and actions deemed important as an organization.

1.2 JIBC STRATEGIC PRIORITIES

To realize this vision and mission, four strategic priorities guide institutional activity:

- Be relevant and impactful;
- Increase engagement and awareness;
- Create exceptional environments; and
- Be effective and accountable.

JIBC focuses on a number of goals and actions under each strategic priority that build on its strong foundation as a public post-secondary institution with a provincial mandate. Examples include:

- Offer focused, specialized, and applied education, training and research across economic sectors that reflect labour market and educational needs and trends.
- Increase learning opportunities across the province through collaboration with post-secondary institutions, communities and other organizations.
- Increase inter-professional applied training, education and research.
- Strengthen learning environments that increase the successful participation of Aboriginal and international students.
- Expand stakeholder engagement and actively market programs and capabilities.
- Cultivate outstanding working and learning places.
- Improve data-informed decision making built on effective business systems.

1.3 JIBC MANDATE

The BC Government established Justice Institute of British Columbia in 1978 as a Provincial Institute through an Order-In-Council. At that time, JIBC's mandate was to:

a) Provide courses of instruction which are consistent with identified needs specifically for, but not limited to, Police, Corrections, Courts and Sheriffs;

b) Identify the educational and specific training needs for all components of the British Columbia Justice System, including fire services;

c) Develop a co-operative system of co-ordination between its own programs and those of the other Institutes, colleges, universities, public schools and community-based organizations; and

d) Provide a provincial forum for discussion and examination of justice and socially related issues.

In 2006, the Ministry of Advanced Education urged JIBC to "adopt and implement" the following mandate:

The objects of the JIBC are to act as a justice and public safety institution for British Columbia by providing:

(a) Courses of instruction in justice and public safety;

(b) Courses of instruction at the baccalaureate and applied master's degree levels; and

(c) Performing other functions as designated by the Minister.

1.4 TRAINING AND EDUCATION

The needs in justice and public safety continue to evolve as the social, environmental, cultural, demographic, and legal context change. Complexity and globalization are but two significant themes that shape educational programming to prepare those entering the fields of justice and public safety as well as those currently working and leading in various roles. JIBC's vision of safer communities and a more just society structure programming and activity in diverse and comprehensive ways - preparing students for career challenges by

offering comprehensive training as well as programs leading to certificates, diplomas, undergraduate degrees, and graduate certificates. Strong linkages with and connections to the fields served ensures programming is aligned with BC's Skills for Jobs Blueprint in meeting the skills needed in the province. As such, JIBC's programs respond to current and future human resource needs and labour market demand as identified by municipal, provincial, federal governments, and private sector employers, as well as the students themselves, and are supported by a strong foundation of strategic and academic planning.

JIBC's approach to experiential education is at the heart of the Institute's programs with curriculum emphasizing real-life learning that students can immediately apply in the workplace. Various methods of experiential education such as simulations enable students to experience the stress and chaos of incidents and other 'real world' situations, and develop critical thinking and the judgment necessary to make sound and appropriate decisions. Additionally, by integrating instructors into instruction that are active in their professional field, they have the knowledge and experience to prepare students for complex scenarios and facilitate valuable learning.

1.5 A COMMITMENT TO QUALITY

In recognition of the institute's commitment to ensuring quality in the delivery of programs and services, JIBC consistently measures the quality of its programs and services through inter-connected ongoing quality mechanisms. The quality assurance framework provides a structure to support quality across the organization.

This framework will continue to be developed during this next year to ensure ongoing attention to high standards and accountability in meeting internal and external expectations of an effective post-secondary institution. Quality assurance is viewed in three interconnected areas: high quality programming; high quality services and infrastructure, and high quality accountability.

1.5.1 PROGRAM REVIEWS

Program Reviews are conducted according to a schedule established annually with programs evaluated one year after implementation of a new program and every five years thereafter. Program reviews foster academic quality and ongoing relevancy and assess the extent to which programs: (1) reflect the priorities of the Strategic and Academic Plans, (2) are relevant to industry, clients and other stakeholder groups, and (3) are meeting key student indicators such as satisfaction and quality, and recommendations from reviews provide an action plan for any improvements or curriculum changes.

1.5.2 PROGRAM ADVISORY COMMITTEES

Program Advisory Committees (PAC) as set out in JIBC policy and procedure are a central means through which training and education is relevant, applicable and valuable to meet student and employer's needs. Each major programmatic area has PACs that meet at minimum annually to assist with and provide advice to JIBC on such topics as:

- Identifying and developing new programs or programming;
- Assessing currency and relevance of existing programs;
- Extending contacts for recruitment and marketing;
- Subject matter expertise for enhanced quality of programs for today's needs and into the future; and
- Establishing criteria for program teaching faculty qualifications.

1.5.3 CLASS EVALUATIONS

JIBC seeks students feedback on their level of satisfaction with and assessment of quality of instruction and curriculum. These results are used for continuous improvement and as a Key Performance Indicator (KPI) in JIBC Balanced Scorecard. Work completed last year through a consortium approach to a survey instrument (Fluid Survey) has been

extended to improve internal processes and procedures for such things as frequency of surveying, and updating standardized questions in both a short and long form, for class evaluation surveying.

1.5.4 ANNUAL CURRENT STUDENT SURVEY

JIBC conducts an annual Current Student Survey to measure student assessment of the quality of education and services. Survey results support annual planning and continuous quality initiatives. Analysis of the survey results, as appropriate (e.g., large enough sample) are also completed by program areas and integrated into program reviews.

1.5.5 BC STUDENT OUTCOMES

JIBC participates in the annual BC Student Outcomes surveys and the results are used in Program Reviews, marketing and recruitment, annual planning and continuous curriculum evaluation, change, and implementation. Students enrolled in certificate, diploma, and advanced diploma programs participate in the BC Student Outcomes survey (DACSO).

1.5.6 CURRICULUM APPROVAL POLICIES AND PROCEDURES

JIBC has established curriculum approval policies and procedures that provide a strong infrastructure for relevant, and high quality programming. At JIBC, Program Council fulfills the function of an Education Council (as delegated from the Board of Governor's through the President), and Program Council continues to play an active role in academic policy and procedure revisions and renewal.

1.5.7 DATA GOVERNANCE AND A NEW ENTERPRISE RESOURCE PLANNING SYSTEM (ERP)

After the data governance review in 2014 and resulting framework were endorsed, JIBC moved forward with implementing appropriate policy and procedure review/ updating/creation, as well as training linked with specific roles and responsibilities. The initial implementation of an Enterprise Resource Planning (ERP) system commenced with the Student Information System components in July, 2015. This afforded additional opportunities for training and processes and practices in support of the data governance model. Work has continued with data governance refinement, testing, and adaptations with the support and advice of the software company (Ellucian), internal resource people, external consultants, and individuals at the BC institutions in the Administrative Systems Consortium (which is aligned with the Administrative Service Delivery Transformation initiative).

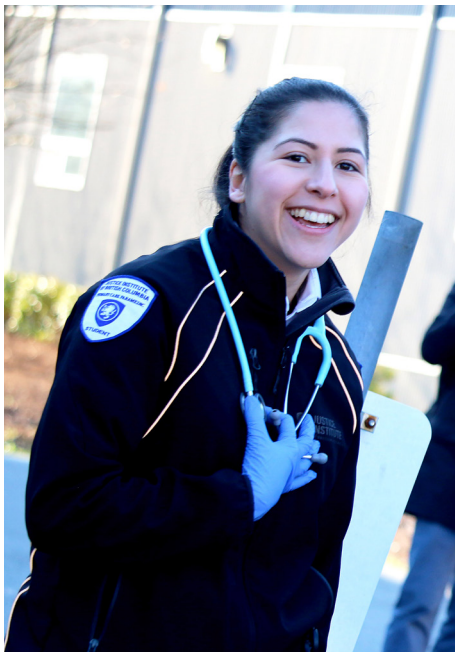
1.6 HIGH QUALITY TRAINING AND EDUCATION

The Institute's curriculum is grounded in the latest research and theory, as well as being informed by applied research that is conducted at JIBC in collaboration with various partners. JIBC offers training and education in all justice and public safety areas such as police, law enforcement, paramedicine, firefighting, emergency management, sheriff and correctional officers, counselling, community safety, leadership, as well as intelligence analysis. JIBC courses and programs are organized in three Schools:

1.6.1 SCHOOL OF HEALTH, COMMUNITY AND SOCIAL JUSTICE

The School of Health, Community and Social Justice offers a wide range of interdisciplinary programs and courses that span the health sciences, human services, and community safety spectrum. Divisions and Centres in the school are:

- Centre for Conflict Resolution
- Centre for Leadership
- Centre for Counselling & Community Safety
- Health Sciences Division
  - Centre for Professional Health Education
  - Paramedic Academy



The School provides opportunities for students to study in the areas of:

- Counselling – including trauma, expressive play therapy, substance use, and working with youth;
- Community safety – including victim services, by-law enforcement, and critical incident stress management;
- Leadership and management;
- Conflict management, mediation, and negotiation;
- Aboriginal leadership and capacity building;
- Emergency Medical Responder (EMR) and First Responder (FR) training;
- Paramedicine including Primary Care Paramedic (PCP) and Advanced Care Paramedic (ACP);
- Education and training for allied health professionals, including Community Care Licensing Officer (CCLO) program; and
- Instructor development.

Diplomas, certificates, individual courses, workshops, conferences and special events are offered at JIBC campuses in New Westminster, Victoria, Kelowna, Maple Ridge and Chilliwack, at various other BC locations through post-secondary partnerships, and across the country (e.g., partnership with the University of Calgary).

Instructors teaching in the School are some of the most respected and experienced educators working in their respective fields and afford students much benefit through

the experience they bring to the teaching-learning environment.

All of the Centre's widely recognized workshops, courses, and credentials are available for delivery on-campus, in community and within organizations, customized to meet employer and employee needs and to suit the organizational context. Substantive training is provided to industry, various levels of government, and small to large size organizations through customized contracts, some of which are long established such as the training associated with child welfare (Ministry of Children and Family Development).

The Health Sciences Division has worked with BC Emergency Health Services to plan for the training and education needs of Community Paramedics. Program delivery will commence in the summer of 2016. This activity is collaborative in nature and required substantive preparation to determine what education would be required to meet the competences required of Community Paramedics in the contexts in which they will be practicing, as well as liaison with other professional groups in rural health care delivery.

The inter-professional education initiative continues with several significant activities implemented during the year including a second highly successful activity with Okanagan College, Health Sciences that involved paramedicine, health care assistant, pharmacy technology and practical nursing programs.

The School continues to work with partners in business, industry and government to deliver relevant and timely training. Examples include offering dual credit for Emergency Medical Responder (EMR) with several Okanagan school districts and First Nations in their communities, an organization-wide leadership initiative with BC Housing that is in its fourth year of implementation, offerings of the Aboriginal Focusing-Oriented Therapy certificate in Indigenous and other communities across BC, Canada and the U.S, and community-based conflict resolution programs with Tsay Keh Dene Nation and Northern Shuswap Tribal Council.

1.6.2 SCHOOL OF PUBLIC SAFETY

The School of Public Safety prepares individuals to work as first responders or public safety professionals as well as providing education for those in the field to enhance their competencies. Divisions and Centres in the school are:

- Emergency Management Division
- Fire & Safety Division
- Driver Education Centre (formerly Pacific Traffic Education Center).

The School offers diverse customized training, education, consultation and applied research worldwide. This includes delivery of contract related training and education through engagement with several provincial government ministries and other stakeholders that include federal, provincial, and municipal governments; not for profit agencies; crown corporations; and other public and private organizations across BC, Canada, and the world. Community based and online delivery modes are a significant means through which courses and programs are delivered.

The School offers several diplomas and certificates in fire and safety studies and emergency management. The online Bachelor of Emergency and Security Management Studies is a broadly based, multi-disciplinary program designed specifically to meet the safety, security, and emergency management challenges facing communities and organizations. An enhanced focus on business continuity and risk management has been implemented with recent curriculum changes based on input from program advisory committees.

In the Fire and Safety Division, curriculum redesign has occurred with fire programming to align with the new provincial standards (British Columbia Fire Services Minimal Training Standards: Structure Firefighters Competency and Training Playbook); the new courses/ programs are slated to commence in the Fall of 2016. Additionally, successful accreditation of courses and programs was achieved through International Fire Service Accreditation Congress (IFSAC).

The School supports other agencies and organizations to deliver innovative training, including the Nisga'a Lisims Government where emergency operations centre training was conducted to prepare their personnel for the response to a major incident. Other examples include, Columbia Power Corporation where personnel were training in the Incident Command System and how it can support a utility company in integrating into the overall community response; and Power River Regional District where volunteers were trained on how to manage amateur radio communications to link their community to others during a major disaster. Within the Fire and Safety Division the Fire Officer I and II, and the Fire Prevention Officer Certificate were delivered to the Cree Nation in a manner that has been tailored to meet the needs of the learners, while working with First Nation's Emergency Services Society (FNESS) to pilot the delivery of firefighter training with the Penticton Indian Band. Additionally, the Fire and Safety division has been working with Transport Canada in developing training for Rail Safety and partnered on a large-scale, multi-agency exercise in March, 2016 at our Maple Ridge campus.

1.6.3 SCHOOL OF CRIMINAL JUSTICE AND SECURITY

The School of Criminal Justice and Security prepares individuals to work as first responders or public safety professionals as well as offering a wide range of law enforcement and security professional development courses and training. The School is comprised of the following Academy and Divisions:

- Police Academy
- Corrections & Court Services Division
  - Centre for Court Administration
  - Sheriff Academy
- Justice & Public Safety Division

The Bachelor of Law Enforcement Studies implemented its fourth year and commenced an annual intake of third year students in September 2015. Collaborative deliveries are being planned with Camosun College accepting the first intake into third year in September of 2016. The institutional memorandum with La Cite Collegial in Ottawa also provides for their diploma graduates to enrol into third year and five students have taken advantage of this opportunity this far.

The online graduate certificate for the study of "Intelligence Analysis" is comprised of five courses at the 500 level and currently students can select two concentrations: (1) tactical crime, and (2) competitive business intelligence. With over 60 graduates from the Intelligence Analysis graduate program, several graduates have transitioned to complete the second year of the Master of Science in Intelligence Analysis program with our partner school – Mercyhurst University in Erie, Pennsylvania. We are working with Canterbury Christchurch University, Canterbury, UK to offer courses in the area of International Financial Cybercrime to our graduates of the intelligence analysis graduate certificate that would create a third concentration in our Intelligence Analysis programming that has significant labour market demand locally, nationally, and internationally. The program advisory committee has representation from industry partners including: RCMP, CSIS, CBSA, and municipal policing, military and the banking sector.

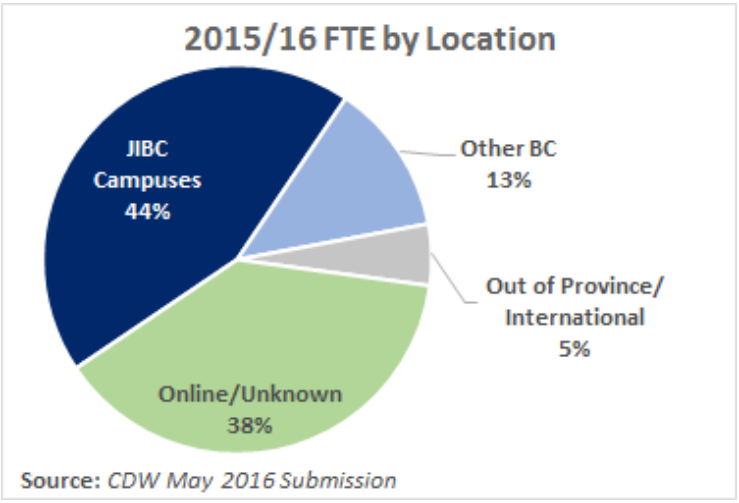
The School continues to be responsive to the Ministry of Public Safety and the Ministry of Justice to offer and adapt training programs in security, policing, corrections, courts, custody, probation, sheriff and family justice to meet emerging needs. For example, this year the security exams have moved to an on-line format, the police recruit program has undergone curriculum renewal to context-based and scenario-based learning, and JIBC provides the assessment and certification for service and guide dogs as outlined in legislation.

1.7 JIBC'S PROVINCIAL MANDATE

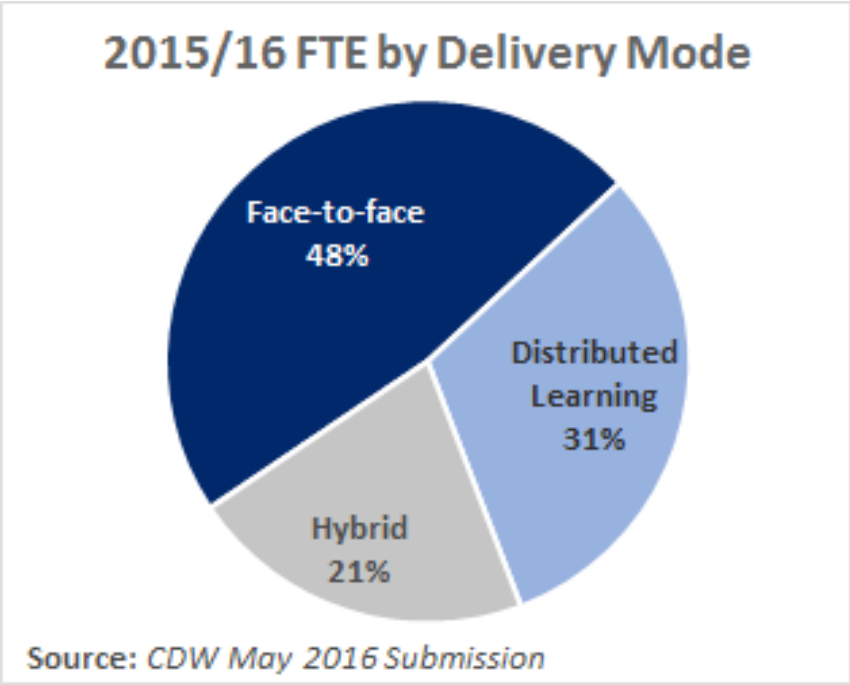
JIBC delivers education and training at its six (6) campus locations and in 2015/16 offered courses at over 90 other locations in British Columbia. JIBC enrolled nearly 26,000 students this past year, with 53% of domestic activity coming from students outside of the Lower Mainland, thus demonstrating how JIBC contributes to the needs of British Columbians.

Multi-year data demonstrate a continuous presence in all areas of the province with 44% of all activity being delivered on one of JIBC's six campuses.

Recognizing the importance of the provincial mandate, a Key Performance Indicator has been included in the Balanced Scorecard, that of "full time equivalents (FTEs) from outside the lower mainland". The annual target has been set at greater or equal to 57%; this was substantially achieved with 53% for 2015/16 (Source: Central Data Warehouse).



Source: *CDW May 2016 Submission*



Also in keeping with JIBC's provincial mandate, instruction is provided province-wide and uses multiple delivery modes: Face to Face (F2F), Distributed Learning (online or some form of correspondence) and Hybrid (F2F learning supported by Distributed Learning). Approximately one third of instruction is provided through Distributed Learning (31% in 2015/2016).

JIBC continues to take a leadership role in educational technology to support high quality instruction, and explore and develop new educational delivery methods to meet the needs of students and other stakeholders. JIBC has been continuing development and use of Praxis, an online, team-based learning system that focuses on decision-making simulations. It moves beyond traditional "click-through", role playing, and tabletop exercises by providing an immersive environment that emphasizes collaboration, information sharing and immediate feedback, all of which lead to better training results. Praxis has been an essential part of BC Housing's leadership training among other programs. The Centre for Teaching, Learning and Innovation (CTLI) focuses on the use of emerging technologies such as short form video tools, animation tools, social media, WordPress to create teaching and learning that is engaging and accessible. CTLI has developed a number of 'open' courses and sites in WordPress, including the award winning Road Safety and Work courses for WorksafeBC (https://roadsafetyatwork.jibc.ca/) and Aboriginal Disaster Resilience Planning (https://adrp.jibc.ca/). Using the WordPress content management platform allows JIBC to create courses and resources in an accessible and open format making learning available to a broad range of learners, quickly and at their desk or on a mobile device. JIBC's international reputation is evident in the customized professional development program that was developed for more than 300 instructors in Mexico. The program at the Universidad de Guadalajara was aimed to help the university's professors integrate new student-centred mobile-learning strategies into their courses.

1.8 JIBC PARTNERSHIPS

Through formal partnerships and informal collaboration with other post-secondary

institutions JIBC provides enhanced access to students throughout the province thus contributing to the human resource needs of justice and safety personnel.

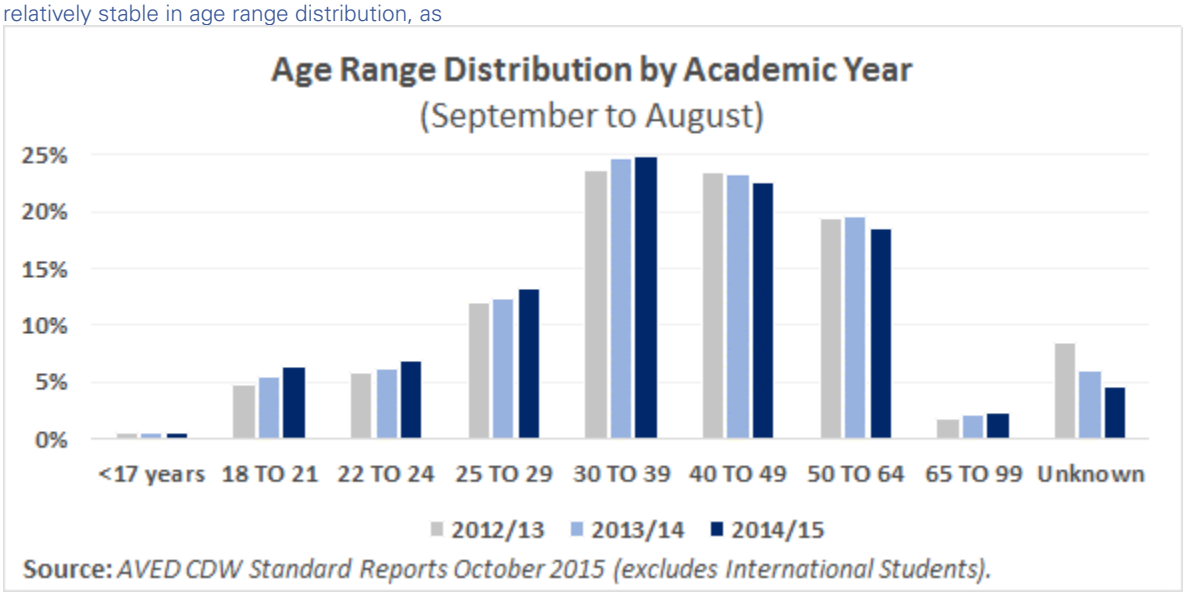
JIBC 's commitment to be an active partner with government, other BC post-secondary institutions, businesses, non-profit organizations and communities enables the Institute to deliver programs and courses across BC, nationally, and internationally such as working together with clients to develop customized education and training solutions for their employees and community members. JIBC also seeks collaborative partnerships with Aboriginal organizations and communities to contribute to the needs of Aboriginal learners and culturally appropriate education. This year JIBC has worked with the First Nations Emergency Services Society for Fire and Safety training in First Nations communities, and has launched a Justice and Public Safety Career Certificate in partnersh ip with the Metro Vancouver Aboriginal Executive Council and Native Education College (funded through the Employment Services Support Program (Government of Canada through the Canada-British Columbia Job Fund) and the Ministry of Advanced Education).

1.9 JIBC STUDENTS

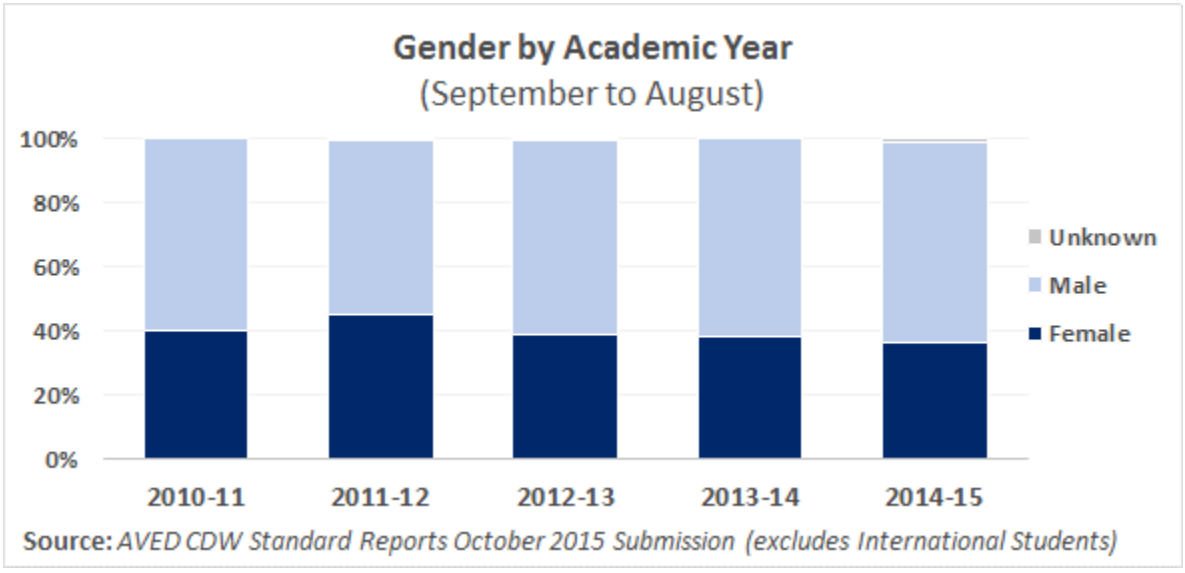
1.9.1 STUDENT DEMOGRAPHICS

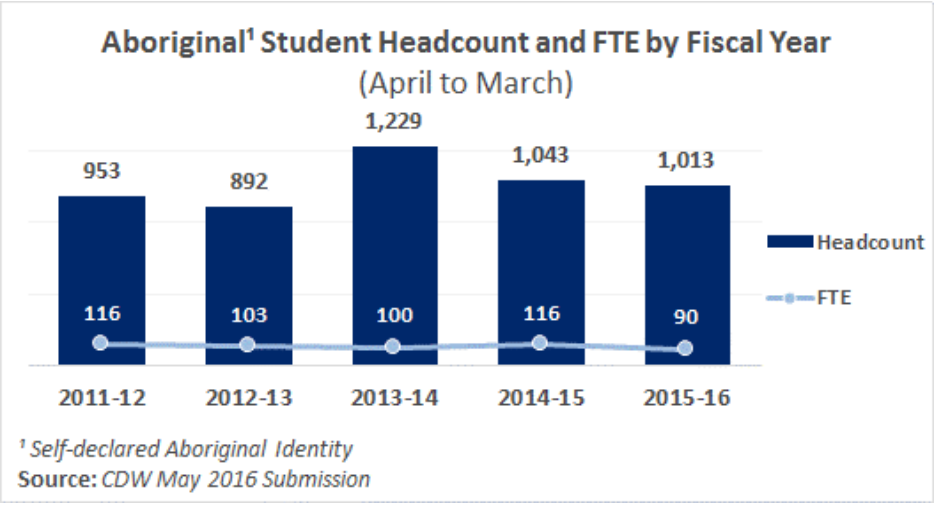
In the 2015/16 fiscal year, nearly 26,000 unique students enrolled at JIBC. The majority of students enrolled at Justice Institute of British Columbia are mid-career learners and are frequently engaged in learning as employees (e.g. post-hire education). While 69% of JIBC's students are typically aged 30 and above, the 18 to 21, 22 to 24, and 25 to 29 age groups have seen modest increases in the last three academic years with enrolments in our undergraduate education programming.

JIBC's student population has remained relatively stable in age range distribution, as has the gender distribution with currently 37% female and 62% male.



1.9.2 ABORIGINAL STUDENTS





In alignment with the Aboriginal Post-secondary Education and Training Policy Framework and Action Plan, JIBC is making progress on activity and initiatives to increase Aboriginal learner participation and graduation to contribute to the recommendation that provincial Aboriginal graduates increase by 75% by the year 2020. Funding was provided by the Ministry of Advanced Education for the Aboriginal Gathering Place and this officially opened in May, 2016. Relationship development continues with local and provincial First Nations and Aboriginal organizations, and recruitment efforts continue to share the rewarding opportunities of justice and public safety careers.

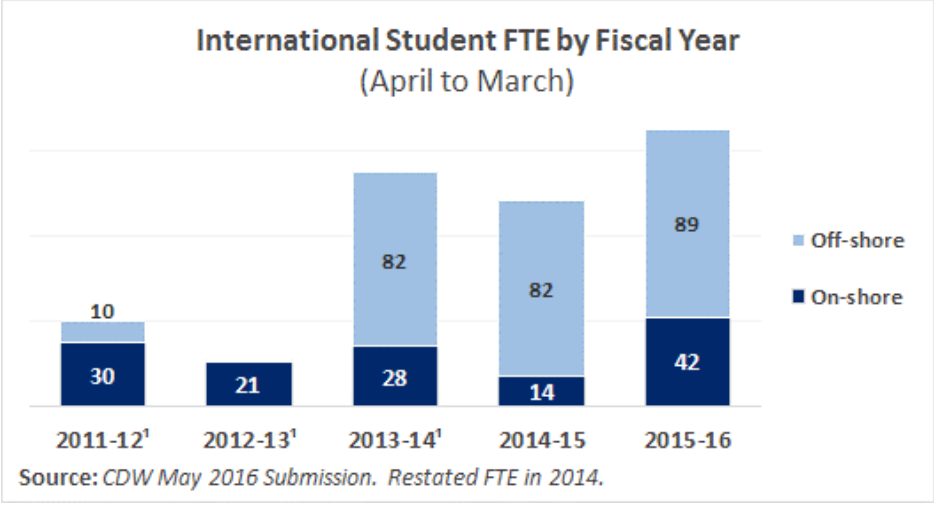
The institute's enrolment averages over 1,000 Aboriginal learners each year thus illustrating the results of the Institute's ongoing commitment to ensure that Aboriginal students have access to quality education and training in justice and public safety. This is approximately 4.1% of the domestic student population at JIBC. Additionally, Aboriginal learner FTE for 2015/2016 is 90.

The Indigenization Plan was endorsed by the Aboriginal Education Advisory Council, and approved institutionally after consultation had occurred internally and with Aboriginal communities, organizations and former JIBC Aboriginal students. This plan provides a solid directional approach for indigenization and Aboriginal education and services over the next five years.

In order to monitor progress toward achieving strategic priorities for Aboriginal students, JIBC has added specific Key Performance Indicators in the Institutes' Balanced Scorecard to monitor progress, and has expanded data collection to enable students to voluntarily provide Band information.

1.9.3 INTERNATIONAL STUDENTS

International student engagement at JIBC contributes to fulfilling JIBC's Strategic Plan, and the Ministry's objectives with International Education. Considering the mandate and types of programming at JIBC, three main international activities are undertaken: (a) on-shore international students in courses and programs, (b) providing courses, short duration programs, and customized training off-shore based on organizational strengths, and (c) offering study tours of a limited duration for introduction to law enforcement and/or the criminal justice system primarily to students enrolled in police education from various police colleges in China. International FTE enrolments (off-shore and on-shore) was 4.5% of institutional FTE in 2015/16, up from 3.2% in 2014/15, with over 1,100 students representing over 30 countries.



ENVIRONMENTAL SCAN

2.1 INTERNAL SCAN

2.1 INTERNAL SCAN

As part of its mandate JIBC provides comprehensive post-secondary education and training for justice, public and community safety professionals. The following sections describe the internal environmental factors that directly influence JIBC's strategic and operational directions.

2.1.1 RELEVANT TRAINING AND EDUCATION

Courses and programs offered at JIBC are informed by theory and taught by experienced professionals (practitioner scholars) who are able to bring current thinking and challenges of the work setting into their teaching. Strong and extensive linkages and relationships with individuals, groups, organizations, and agencies in justice and public safety affords a solid means by which training and courses are current and relevant. Additionally, academic programs have Program Advisory Committees comprised of external representatives (employers, regulatory bodies, professional practice associations, practitioners, educators, researchers and community leaders) to ensure relevance of the Institute's curriculum to labour markets and that programs remain current and future oriented in the context of shifting trends in the variety of professions being served.

JIBC is responding to the increased focus of interoperability and interprofessional practice within justice and public safety professions, by advancing the integration of curriculum and complex simulation exercises, developing new inter-professional simulations, and limited expansion of programs.

2.1.2 APPLIED RESEARCH AND THE CENTRE FOR TEACHING, LEARNING AND INNOVATION

JIBC has a significant history of leadership, innovation, and collaboration with industry partners and community stakeholders. The Office of Applied Research and Graduate Studies, Learning and Innovation work with JIBC's Schools to supplement and further develop capacity for applied research and innovation in teaching and learning. By leading applied research in justice and public safety issues, JIBC focuses on research in the social, justice and public safety areas that require actions from the community and/or government (e.g. procedural, policy, services). In 2015/2016 the Centre for Applied Research members participated in local, provincial, national, and international research activities. As well, the Centre has worked with JIBC Schools in securing funding for research projects in justice and public safety including the Emergency Management Division in the development and training around an Aboriginal Disaster Resilience Planning Guide, and the Health Sciences division in examining the impact of Critical Care Licensing Officer training in British Columbia.

The Centre for Teaching and Learning Innovation (CTLI) provides support and leadership working with instructors to use a variety of authoring tools to allow students and clients from across B.C. and around the world to access needed public safety education and training. For example, the award-winning Winter Driving Safety Course developed and managed by JIBC for Road Safety at Work with WorkSafeBC uses WordPress and other tools to provide the practical skills and knowledge for employers, supervisors and managers to integrate winter driving safety into an organization's overall road safety program. WordPress also serves as the backbone for the Aboriginal Disaster Resiliency Planning Guide, which was created to support community-level

disaster resilience planning in Aboriginal communities across Canada. A variety of tools such as Storyline and Blackboard have been applied in an number of customized courses for students and clients, such as a new online Workplace Bullying course; Training for Emergency Management BC and provincial government employees in Emergency Operations Centres (EOC) training; and a course for child protection workers in the Ministry of Children and Family Development.

JIBC's reputation for innovation has continued to grow, leading to various projects with other post-secondary institutions. For example, CTLI delivered a six month customized professional development program for more than 300 instructors in Mexico. The program at the Universidad de Guadalajara was aimed to help the university's professors integrate new student-centred mobile-learning strategies into their courses. Further, the Office of Applied Research and Graduate Studies has been working on the development of Praxis an online, team-based learning system that focuses on decision-making simulations. Traditionally, organizations have relied on table-top exercises to test their leadership and decision making frameworks and models. Praxis takes these exercises to a whole new level by immersing participants in problem-based scenarios through a mix of audio, video and digital technology that replicates the stress and pressure experienced in real-life situations. Praxis provides an effective way to transfer knowledge, in a low-risk environment, where it is otherwise impractical, dangerous, or expensive to provide learning through real-life, on-the-job experience.

CTLI has also led in the development and utilization of open educational resources resulting in two JIBC instructor-authored open textbooks (Criminology, Writing for Success) and JIBC ranked third highest (after Kwantlen Polytechnic University and Langara College) for open textbook adoption.

2.1.3 JIBC CURRENT STUDENTS

Relevant, applicable learning that leads to and promotes competency in the workforce are desired expectations from learners in the post-secondary system. For many students at JIBC, learning at the Institute is linked to employers and the community.

The third annual Current Student Survey administered in May 2016 shows that JIBC students' profile is reflective of its specific mandate with the top three reported reasons for enrolling at JIBC as being: (a) obtain or update job-related or professional skills, (b) personal interest/development, and (c) prepare for a specific job or career. Further, the vast majority of survey respondents reported working 21 or more hours per week (82% in 2016 and 82% in 2015, up from 76% in 2014). These objectives for enrolment combined with a high (93%) rate of satisfaction with education/training and nearly all responding they "likely or very likely would register" at JIBC again (91%) clearly illustrate JIBC is meeting the expectations of its students.

JIBC students continue to demonstrate a high return rate with 52% of respondents indicating they had also enrolled prior to the 2015/16 academic year.

These results tend to indicate that JIBC's high quality programming and services are a strong draw for justice and public safety professionals and are responsive to current and emerging labour market needs.

Students also desire flexible access to training and education. JIBC's current strategies focus on strengthening access to the Institute's programs regionally, provincially, nationally and internationally. Throughout their learning at JIBC, students participate in an applied learning experience that is supported by technologies that enhance their learning and make the experience accessible. Once they have completed a program, students can access various pathways to other training and education within the JIBC or to credential programs at other post-secondary institutions. JIBC also provides Prior Learning Assessment and recognition as well as articulation agreements and other mechanisms to increase accessibility and pathways for students.

2.1.4 PLANNING TO SUPPORT ENROLMENT MANAGEMENT

The implementation of the Student components is the first priority for the ERP, and this in combination with the data governance framework affords both real time data and data that can be analyzed to support a Strategic Enrolment Management (SEM) initiative. A one year plan was put in place and this will continue to be developed as a multi-year plan in order to improve the Institute's ability to predict which students and how many will be attending education and training therefore enabling JIBC to better predict revenues and costs, and manage risks.

Additionally, a more centralized, consistent and student centered registration and application process has been put in place with the Colleague application in order to provide more accurate and timely service to JIBC's students and clients.

2.2 EXTERNAL SCAN

As part of our cyclical planning processes, JIBC conducts an environmental scan to inform strategic and operational planning thus ensuring currency and responsiveness in its programming and processes. This is a key perspective for JIBC planning and accountability given its mandate and as a public post-secondary institution and is aligned with the provincial government's commitment to a strong economy with significant job creation.

2.2.1 BC EMPLOYMENT OUTLOOK AND THE JIBC

As a post-secondary institution where the majority of its students are current participants in the labour market and where training and education is directly related to employment, JIBC keeps current on employment and labour market trends as well as regulatory requirements within the justice and public safety fields. JIBC works closely with clients and stakeholders to address current and future labour force challenges; this currency enables JIBC to be as responsive as possible and to deliver relevant training and education where and when students and stakeholders need it.

The six-year BC employment rate is as follows:

BC Employment (Jobs) and Unemployment Rate 2010 - 2015

	2010	2011	2012	2013	2014	2015
Employment #s:	2,238,500	2,227,800	2,262,500	2,265,600	2,278,400	2,306,200
Unemployment Rate	7.6%	7.5%	6.8%	6.6%	6.1%	6.2%

Source: BC Stats – Labour Market Statistics

BC Employment numbers fell with the economic downturn in 2009, with steady growth from that point through 2015. As well, unemployment rose sharply in 2009 and then has improved steadily with unemployment at 6.2% in 2015, down from a high of 7.7% in 2009.

The BC Government tabled a balanced budget in February 2016 (small surplus projected) while continuing to make investments in infrastructure and services. And while the global economy continues to raise concerns, the Province remains optimistic about a prosperous BC into the next three years, with a skilled workforce to drive social and economic capital. The Ministry of Finance forecasts British Columbia's economy to grow by 2.4 per cent in 2016 and by 2.3 per cent annually from 2017 to 2020. Aadditionally, The Ministry of Finance "forecasts employment in BC to increase by 1.2 per cent in 2016, or approximately 26,900 jobs. The pace of employment growth is expected to remain steady at 1.2 per cent each year from 2017 to 2020. The province's unemployment rate is expected to average 6.2 per cent in both 2016 and 2017. The rate is then forecast to edge up to around 6.4 per cent over the medium-term." (British Columbia Economic Review and Outlook, 2016, p. 69).

2.2.2 BC LABOUR MARKET OUTLOOK

The BC Labour Market Outlook is both a forecasting process and a set of forecast products. The core tool is the BC Labour Market Scenario Model, and the data and forecast processes are jointly managed by the Ministry of Jobs, Tourism and Innovation, by BC Stats, and by the Ministry of Finance. It is important because it underlies some of the key political and economic initiatives of government, including the Skills for Growth initiative and the BC Jobs Plan, as well as the focused and targeted areas for education and training under the Skills for Jobs Blueprint. The model also underpins specific forecast publications including the BC Trades Occupation Outlook, Science Related Occupations, and the BC Labour Market Outlook 2014-2024.

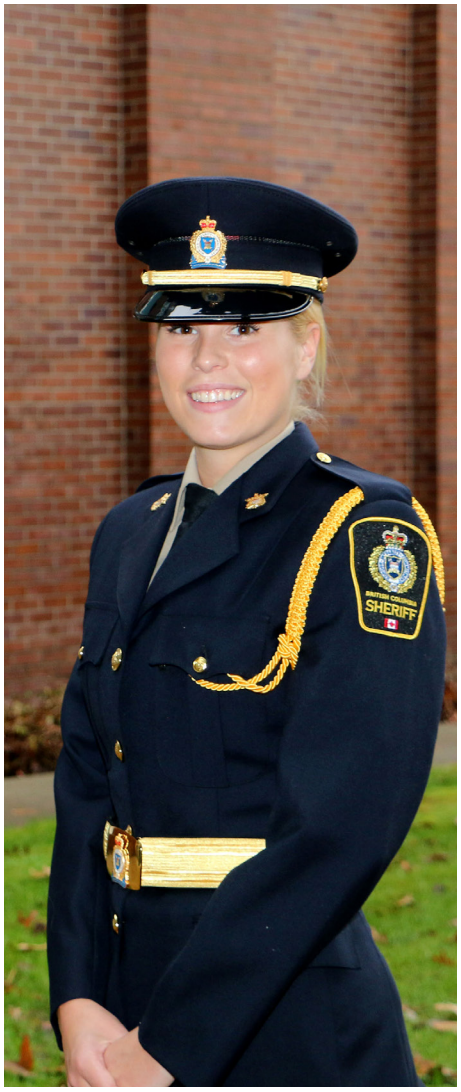
The BC Labour Market Outlook 2014-2024 updates information from the 2010-2022 Outlook based on revised planning assumptions. This key document outlines that there will be 985,000 job openings by 2024 with 315,000 being new jobs and the balance being job openings replacing those currently in the workforce. It is also the basis for the projection that "supply is expected to exceed demand by 35,800 workers by 2019". Projections provide the impetus for government's education and labour force development strategies, and the underpinnings of its economic outlook.

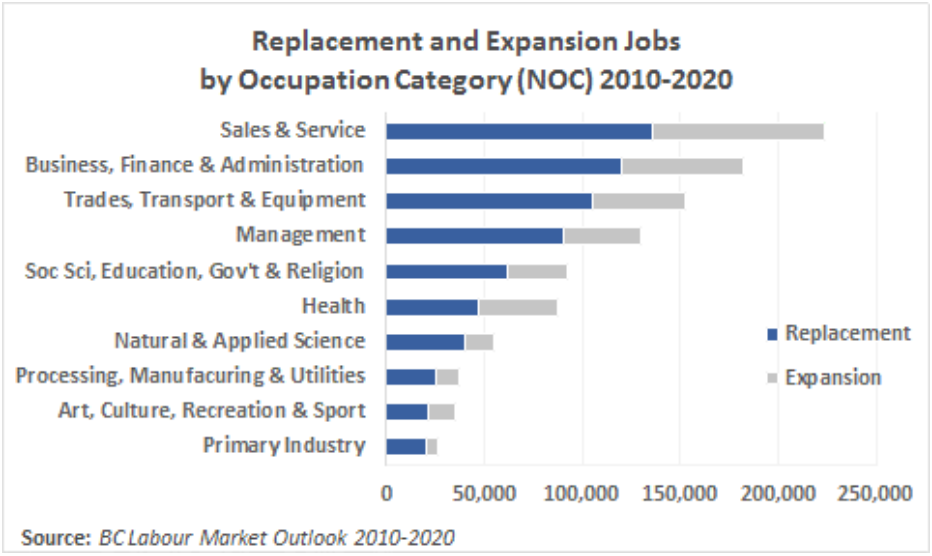
The Labour Market Outlook indicates that the South East region is projected to have the highest annual demand growth at 1.4% followed closely by Vancouver Island/Coast at 1.3%. The North is expected to have the lowest annual demand growth at 0.6%. Consistent with population by regions, the largest number of job openings is expected for the Mainland / Southwest (569,500).

2.2.3 BC LABOUR MARKET OCCUPATION GROWTH AND JIBC PROGRAMMING

The chart below shows the three occupation groups with the greatest expected job openings to 2020:

- Sales and Service (totaling 224,600);
- Business, Finance and Administration (totaling 182,000);
- Trades, Transport and Equipment Operators (totaling 153,300).

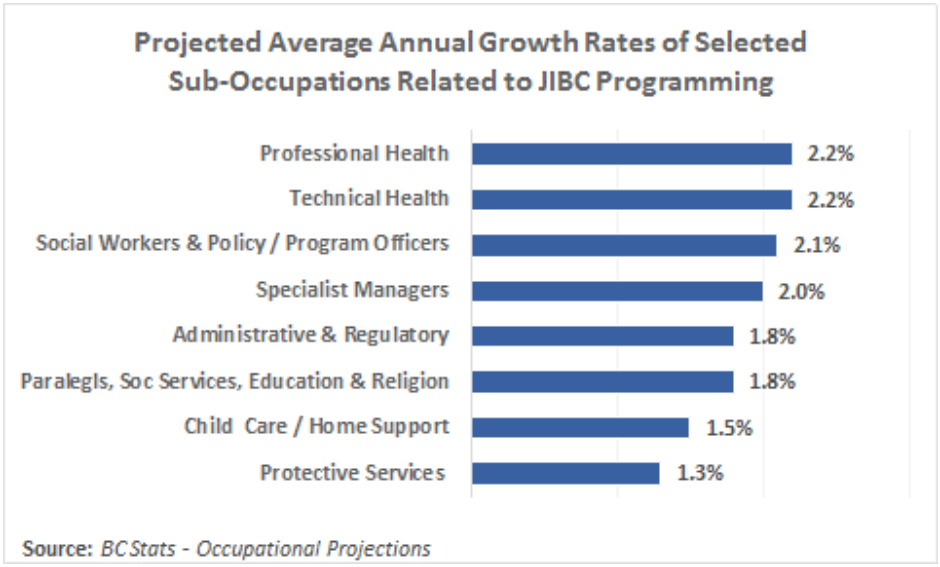




These are also the current largest occupational categories in BC and significant shifts in this ranking are not expected. Approximately two-thirds of the growth in these categories is expected to be due to replacement needs and approximately one-third from new jobs.

In terms of growth rates (as opposed to actual numbers), three occupational groups are anticipated to add new jobs at a faster pace than the provincial average:

- Health (average annual growth rate of 2.4%)
- Natural and Applied Sciences (1.6%)
- Arts, Culture, Recreation and Sport (1.6%)



Above average demand is projected for many of the sub-occupations for which JIBC trains, with only Protective Services being slightly below average (1.3%) for the period.

2.2.4 LABOUR SHORTAGES

Projected Labour Supply Less Demand – BC Totals 2014 – 2020

	2014	2015	2016	2017	2018	2019	2020
Supply Less Demand	22,150	14,680	(-1,490)	(-11,230)	(-15,610)	(-15,670)	(-18,040)

Source: BC Labour Market Outlook 2010 – 2020

The Labour Market Scenario Model forecasts labour supply shortages beginning in 2016 (-1,490). This is a miniscule figure given a demand outlook of approximately 2.66 million jobs in that year. Although the shortage is expected to increase at least up to 2020, it will still be less than one percent of the total labour force at this point. None-the-less this is classified as a "tight" labour market, which bodes less well for employers and better for workers.

An important tie-in to the dynamics of demographic change is that much of the growth in population, and therefore in the work force as well, will come from inter-provincial and international migration. JIBC's remains confident that its close linkage with industry and the justice and public safety professions will continue to guide its academic planning for the delivery of high quality, relevant training and education that is aligned with the province's Skills for Jobs Blueprint.

2.2.5 MINISTRY OF ADVANCED EDUCATION SERVICE PLAN

The 2016/17 to 2018/19 Ministry of Advanced Education Service Plan identifies that "[t]he ability of citizens to take full advantage of our growing economy is determined in part by ensuring that the right training is available at our post-secondary institutions in different regions of the province" (p. 5). JIBC's 2015-2020 Strategic Plan contributes to this and aligns well with the specific goals articulated by the Service Plan. JIBC students are supported to achieve their education, employment and training goals through courses and programs provided across the province that reflect current and emerging labour market and educational needs and trends. Additionally, given the educational programming at JIBC several other Ministry Service Plans provide external context to guide priorities for education (e.g., Public Safety and Attorney General, Justice, Health, Ministry of Children and Family Development, Ministry of Transportation and Infrastructure, and Aboriginal Relations & Reconciliation).

2.2.6 SKILLS FOR JOBS BLUEPRINT

In 2014 the Province announced the Skills for Jobs Blueprint and its plan to focus post-secondary education grants to institutions on priority programs to meet BC's Skills Gap based on the need to align education and labour force development with economic development. The plan is intended to align the K-12, College/Institute, and University systems so they are working together to stream more learners into needed occupations.

JIBC is contributing to the objectives of the Skills for Jobs Blueprint through identifying program areas that meet the identified skills gap and then setting and achieving enrolment targets in those skills gap areas. A Key Performance Indicator has been included in the Balanced Scorecard and over half of 2015/2016 FTEs were associated with BC Skills of Jobs Top 100 occupations (57%).

2.3 COMPETITION AND COLLABORATION

2.3.1 SCHOOLS AND PROGRAMS

Each of the Schools at JIBC works closely with its stakeholders to ensure program design is relevant, future oriented, and seamless in its delivery. Annual planning includes a competitive analysis of like programs (private/public, local/provincial/national/international), consultation with accrediting and professional bodies, and collaboration with colleagues at other BC post-secondary institutions.

Perhaps the most striking feature of JIBC's profile of educational activities is the vast and interwoven array of partnerships, collaborations, client contracts and other "entrepreneurial" activities that the Institute

engages in. JIBC's main clients (e.g., Ministry of Justice, Ministry of Public Safety and Attorney General, Ministry of Transportation and Infrastructure and Ministry of Children and Family Development) and "Other Contracts" together bring in 40% of all revenues and provide highly important diversification of revenue sources.

The institution is active in over 90 communities in BC, and with all levels of government. It provides contracted training across Canada, has partnerships in the US, and has a long history of overseas presence in China, Hong Kong, and Singapore. Although it takes time, resources and institutional energy to maintain these relationships, they also are an enviable source of strength to JIBC.

2.3.2 PROSPECTIVE STUDENTS

Students want better access to education, education and training that leads to employment and or career advancement, and the ability to transfer within the educational systems with credit transfer arrangements. JIBC responds to these expectations in a number of ways including:

- Expanding degree path, undergraduate and graduate credentials relating to justice, public and community safety, and linked to market demand;
- Assessing student needs for flexible delivery methods and Increasing online and blended learning opportunities to meet those needs;
- Ensuring accreditations with relevant professional bodies;
- Ensuring that learning is linked to employers and the community;
- Developing partnerships with Aboriginal communities and other public post-secondary institutions, provincially, nationally and internationally, to provide culturally appropriate education;
- Obtaining articulation, credit transfer and other agreements with public post-secondary institutes;
- Increasing students' access to programs regionally, provincially, nationally and internationally.

2.3.3 THE PUBLIC

Recognizing that public safety is a primary concern in the minds of BC citizens, JIBC ensures that programs and courses are of excellent quality and the learning is linked to employers and the community. By providing inter-professional credentials (degrees and post graduate certificates), JIBC ensures that public safety professionals receive high quality learning opportunities, grounded in current theory and in the latest approaches to applied teaching and learning.

BC's primary public safety providers including police, firefighting, paramedics, emergency management professionals, and social workers/counsellors/human services workers are all served by the JIBC. Through various means, JIBC works closely with local and provincial agencies to identify learning needs for those who keep our

PLANNING AND OPERATIONAL CONTEXT

As described in the Letter of Expectations from the Provincial Government to JIBC, "the Government and the public post-secondary institutions share a commitment to building a strong economy, to being responsive to student and labour market demands and to addressing the overall socio-economic and regional employment needs of the province, including the shared priority of meeting the needs of Aboriginal learners and communities and attracting and retaining international students".

To continue to meet the needs of students and stakeholders, JIBC remains committed to a Strategic Plan that is guiding our student-focused education plan and aligned with the Government's stated priorities of putting families first, creating jobs and building a strong economy. To achieve this, JIBC expands and develops courses, programs and services offered in a manner that builds a resilient infrastructure along with a sustainable business model for the Institute.

3.1 STRATEGIC PLANNING

3.1.1 STRATEGIC PLAN 2015 TO 2020

JIBC's Strategic Plan provides a vision for the future that is aligned with the current and future labour market and the needs of the communities served by JIBC.

To realize JIBC's revised vision and mission, the plan outlines the Institute's four strategic priorities over the next five years:

- Be relevant and impactful;
- Increase engagement and awareness;
- Create exceptional environments; and
- Be effective and accountable.

JIBC will focus on a number of goals and actions included in these priorities that builds on its strong foundation as a public post-secondary institution with a provincial mandate as outlined in the goals and actions in the Plan.

3.2 JIBC'S EDUCATION PLANNING

The current Academic Plan was associated with the previous Strategic Plan. With the approval of the 2015-2020 Strategic Plan, discussions and planning commenced for the 2015-2020 Education Plan. The process affords internal and external conversations about how to achieve the educational priorities established in the Strategic Plan building on strengths, mandate, and considering internal and external environment scan information.

3.3 OPERATIONAL PLANNING FRAMEWORK

To assess performance against strategy in the 2015-2020 Strategic Plan, JIBC employs a Balanced Scorecard (BSC) Framework and developed a series of measures to ensure the Institute's resources are being deployed in alignment with strategic priorities. As part of that Balanced Scorecard Framework, JIBC created a Strategy Map to illustrate and communicate key strategic objectives and to facilitate measurement of institutional performance.

The 2015-2020 Strategy Map represents the fourteen strategic objectives of the Institute organized across four planning dimensions, which are then linked together from the bottom up in a chain of cause and effect relationships producing a sustainable value creation process. By building and enhancing a strong organizational foundation, the Institute will be able to continually improve its processes and financial sustainability and as a result drive success for students and stakeholders.

- Organizational Learning and Growth: These are the foundational drivers for creation of value within the Institute. These objectives describe how people, technology, facilities and organizational climate contribute to create value for JIBC students by creating exceptional environments contributing to educational excellence and learner/student success.
- Social and Economic Impact: JIBC develops dynamic justice and public safety professionals through exceptional applied education, training, and research. Increasing stakeholder and community engagement with the Institute, while building brand recognition of JIBC's pivotal role in developing public safety professionals is essential for continued student success and employment.
- Financial Stewardship: Utilizing an appropriate business model along with relevant and focused planning approaches and accountability processes, JIBC will be able to proactively manage revenues, costs, and risks to ensure long term financial sustainability.
- Students and Stakeholders Learning and Growth: This dimension defines the value proposition for JIBC students, constituents, clients and stakeholders. By achieving the objectives in this section of the strategy map, the Institute will be able to maintain or increase student satisfaction, fulfill enrolment and contract training targets, and build on programming most relevant for today's workforce for interoperability and inter-professional requirements.
- JIBC has established Key Performance Indicators for each of these objectives. Every quarter, these Institute-wide measures are reviewed by Senior Management and reported to the Board of Governors.

JIBC ALIGNMENT WITH MINISTRY GOALS

The Ministry of Advanced Education has four goals as outlined in the Service Plan:

Goals	
Goal 1	Students are supported to achieve their educational, employment and training goals.
Goal 2	Maintain a quality post-secondary system that provides B.C. with a global competitive advantage.
Goal 3	An education and training system that maximizes return on investment and supports B.C.'s diverse communities.
Goal 4	GCPE – Citizens are informed and engaged with government in a way that is inclusive and builds both trust and quality of life.

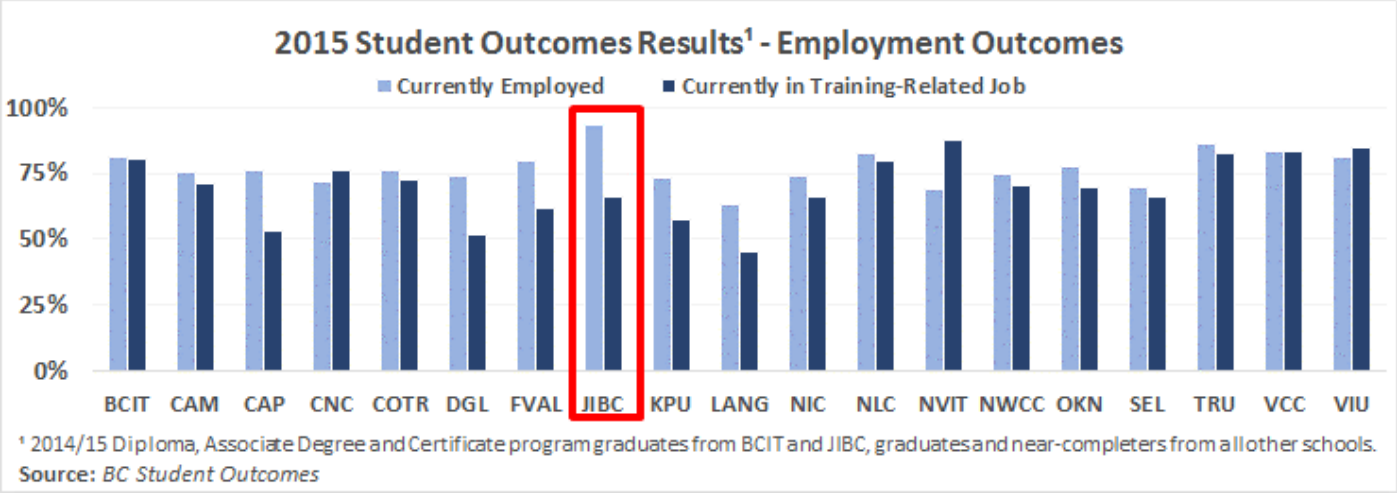
The strategic objectives included in JIBC's Strategy Map guide the development of cascaded objectives, actions, and initiatives at the operational level. Each School and Division develops its own objectives and ensures these are in alignment with the Institute's Strategic Plan and support the achievement of the institute-wide Key Performance Indicators. JIBC's Key Performance Indicators are in alignment with AVED's performance expectations. The following table shows how JIBC's strategic goals as outlined in the Strategic Plan are in alignment with the four strategic goals identified by AVED.

Ministry Goals	Objectives	JIBC Strategic Goals
Goal 1	• Align post-secondary education and training with labour market demand to achieve a highly skilled workforce. • Respond and adapt to the diverse and changing needs of students. • Increase participation and successful completion of all students.	• Ensure programs reflect current and emerging labour market and educational needs/trends. • Increase inter-professional applied training, education, and research. • Enhance working and learning places by relentlessly pursuing inclusiveness and engagement. • Optimize technology to support high quality programming and services.
Goal 2	• Increase international participation throughout our education system. • Build on current strengths to enhance the quality of the post-secondary education system. • Increase collaboration, innovation and partnerships.	• Enhance working and learning places by relentlessly pursuing inclusiveness and engagement. • Create a responsive service culture. • Attract, develop and retain outstanding faculty and staff. • Expand engagement with communities, organizations and stakeholders. • Increase learning opportunities across the province through collaboration with post-secondary institutions, communities, and other organizations.
Goal 3	• Lead a post-secondary education system that is strong, accountable, transparent, flexible and delivers value. • Foster knowledge development to support the creation of new ideas and solutions to a range of economic, social, scientific and environmental issues. • Use and provide quality information for decision making and better societal outcomes.	• Improve long term planning. • Improve data-informed decision making built on effective business systems. • Increase inter-professional applied training, education, and research.
Goal 4	• Communication of government's policies and programs to the public is timely, relevant and readily accessible. • Citizens are engaged to provide input and have access to services and information. • Expand and improve access to online services.	• Increase commitment to stakeholder and public accountability. • Expand engagement with communities, organizations, and stakeholders.

4.1.1 BC'S SKILLS FOR JOBS BLUEPRINT AND JIBC

JIBC provides both workforce entry-level training for careers in justice and public safety fields and ongoing training and education for individuals within these fields. JIBC works closely with government and industry to develop, initiate, revise, and adapt training and education that enables graduates to contribute to the BC economy. The Institute is working with industry partners to deliver training throughout BC including accessing facilities for onsite training and the use of web-based technologies or video conferencing to deliver courses to meet diverse communities and organization's needs.

The BC Student Outcomes DACSO Survey which surveys certificate graduates, diploma graduates and near-graduates and associate degree provides evidence of JIBC's success in providing work-related training with 93% of those surveyed indicating they were in the workforce (highest in the province). Of those 93% who are in the workforce, 66% indicated they were in a training related job.



[1] 2014/15 Diploma, Associate Degree and Certificate program graduates from BCIT and JIBC, graduates and near-completers from all other schools.
Source: *BC Student Outcomes*

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As well, JIBC has the lowest unemployment rate of graduates surveyed at 3% (as compared to 10% for system) and has the highest average hourly wage at $28.00 per hour as compared to the provincial average of $21.00 per hour for all public post-secondary institutions.

4.2 PERFORMANCE MEASURE TARGETS AND RESULTS

The Ministry of Advanced Education sets annual targets for each institution in BC. The following provides past years actuals, current year actuals, and targets for performance measures to which we have responded.

4.2.1 PERFORMANCE MEASURE TARGETS

This section includes JIBC's performance results for 2015/16 in alignment with the Ministry's performance measures. The following scale is used by the Ministry to assess actual performance relative to assigned targets:

Target Assessment Category	% of Target Performance
Exceeded	110% or more
Achieved	100% - 109%
Substantially Achieved	90% - 99%
Not Achieved	Less than 90%

4.2.2 PERFORMANCE MEASURE: TOTAL STUDENT SPACES

Ministry Objective: Capacity

JIBC Assessment: Exceeded

Total Student Spaces[2]			
2014/15 Actual	2015/16 Target	2015/16 Actual	2015/16 Assessment
2,963	2,395	2,765	Exceeded

JIBC continues to exceed its FTE targets with consistently high utilization rates and was 15% over target for 2015/16. Note that in Fall of 2014, JIBC restated its FTE for 2013/14 and two prior years as FTE divisors required correction.

4.2.3 PERFORMANCE MEASURE: ALLIED HEALTH SPACES

Ministry Objective: Capacity

JIBC Assessment: Exceeded

Allied Health Spaces[2]			
2014/15 Actual	2015/16 Target	2015/16 Actual	2015/16 Assessment
354	315	356	Exceeded

JIBC exceeded its overall Allied Health space targets through high demand for Primary Care Paramedic (including rural deliveries) and Advanced Care Paramedic. While the Community Care Licensing Officer program was under target due to a slow start for this provincial program, the total Allied Health spaces for JIBC were exceeded.

4.2.4 PERFORMANCE MEASURE: CREDENTIALS AWARDED

Ministry Objective: Capacity

JIBC Assessment: TBD

Credentials Awarded[3]			
2014/15 Actual	2015/16 Target	2015/16 Actual	2015/16 Assessment
596	711	TBD	TBD

JIBC has yet to receive its actual data for 2015/16.

4.2.5 PERFORMANCE MEASURE: ABORIGINAL STUDENT SPACES

Ministry Objective: Access

JIBC Assessment: Not assessed

Aboriginal Student Spaces[4]			
2014/15 Actual	2015/16 Target	2015/16 Actual	2015/16 Assessment
158	NA	191	Not assessed

In 2015/16, JIBC achieved its Aboriginal Access FTE target of 19 with 20 actual FTE.

Additionally, as part of internal KPIs, JIBC is tracking the percentage of Aboriginal FTE from outside of the lower mainland (75%, which is achieving the target of 73%) as well as credentials awarded to Aboriginal learners (30 in 2015/16, which is off the target of 59).

4.2.6 PERFORMANCE MEASURE: SATISFACTION WITH EDUCATION

Ministry Objective: Quality

JIBC Assessment: Achieved

Student Satisfaction with Education[5]					
2014/15 Actual		2015/16 Target	2015/16 Actual		2015/16 Assessment
%	+/-		%	+/-	
91.2%	2.5%	> 90%	92.8%	1.6%	Achieved

JIBC is pleased with the 2015/16 results for this measure with continued high level of student satisfaction with education. This measure is supported by JIBC's 2016 Current Student Survey (administered in May 2016) where 93% of respondents indicated they were satisfied with the education/training they received from JIBC.

4.2.7 PERFORMANCE MEASURE: QUALITY OF INSTRUCTION

Ministry Objective: Quality

JIBC Assessment: Achieved

Student Assessment of the Quality of Instruction[5]					
2014/15 Actual		2015/16 Target	2015/16 Actual		2015/16 Assessment
%	+/-		%	+/-	
94.5%	1.6%	> 90%	95.2%	1.3%	Achieved

JIBC is pleased with the 2015/16 results of students' assessment of the quality of instruction. These results are consistent with the 2016 Current Study Survey (97%).

4.2.8 PERFORMANCE MEASURE: SKILL DEVELOPMENT

Ministry Objective: Quality

JIBC Assessment: Achieved

Student Assessment of Skill Development					
2014/15 Actual		2015/16 Target	2015/16 Actual		2015/16 Assessment
%	+/-		%	+/-	
Results not comparable		> 85%	84.0%	2.4%	Achieved

While the measure of students' assessment of skill development is noted as achieved for 2015/16, it is important to note that results have traditionally had wide variability due to modifications to the profile of student programs in the annual Student Outcomes Survey. As such, JIBC is monitoring these annual results and continuing its curricular focus on oral communication, group collaboration, critical analysis, problem resolution, written communication and reading and comprehension.

4.2.9 PERFORMANCE MEASURE: USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING JOB5

Ministry Objective: Relevance

JIBC Assessment: Not achieved

Student Assessment of Usefulness of Knowledge and Skills in Performing Job[5]					
2014/15 Actual		2015/16 Target	2015/16 Actual		2015/16 Assessment
%	+/-		%	+/-	
85.8%	2.5%	> 90%	77.9%	2.8%	Not Achieved

This result is consistent with prior years and is reflective of the nature of JIBC training and education delivered to a student profile primarily composed of working professionals, and the selection of students eligible for the cohort.

4.2.10 UNEMPLOYMENT RATE 5,6

Ministry Objective: Relevance

JIBC Assessment: Exceeded

Unemployment Rate[5,6]					
2014/15 Actual		2015/16 Target	2015/16 Actual		2015/16 Assessment
%	+/-		%	+/-	
3.6%	1.3%	< 10.5%	2.8%	1.1%	Exceeded

JIBC continues to exceed this performance measure, continuing to demonstrate the employability of its students and its profile of working professionals.

Notes:

TBD - for measures where results are still to be received, the fields have been labelled as "To Be Determined"

N/A - Not applicable

1 Please consult the 2015/16 Standards Manual for a current description of each measure. See http://www.aved.gov.bc.ca/framework/docs/standards_manual.pdf

2 Results from the 2014/15 reporting year are based on data from the 2014/15 fiscal year; results from the 2015/16 reporting year are based on data from the 2015/16 fiscal year. Excludes Industry Training Authority student spaces.

3 Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2015/16 reporting year are a three-year average of the 2012/13, 2013/14, and 2014/15 fiscal years.

4 Results from the 2014/15 reporting year are based on data from the 2013/14 fiscal year; results from the 2015/16 reporting period are based on data from the 2014/15 fiscal year.

5 Results from the 2014/15 reporting year are based on 2014 survey data; results from the 2015/16 reporting year are based on 2015 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

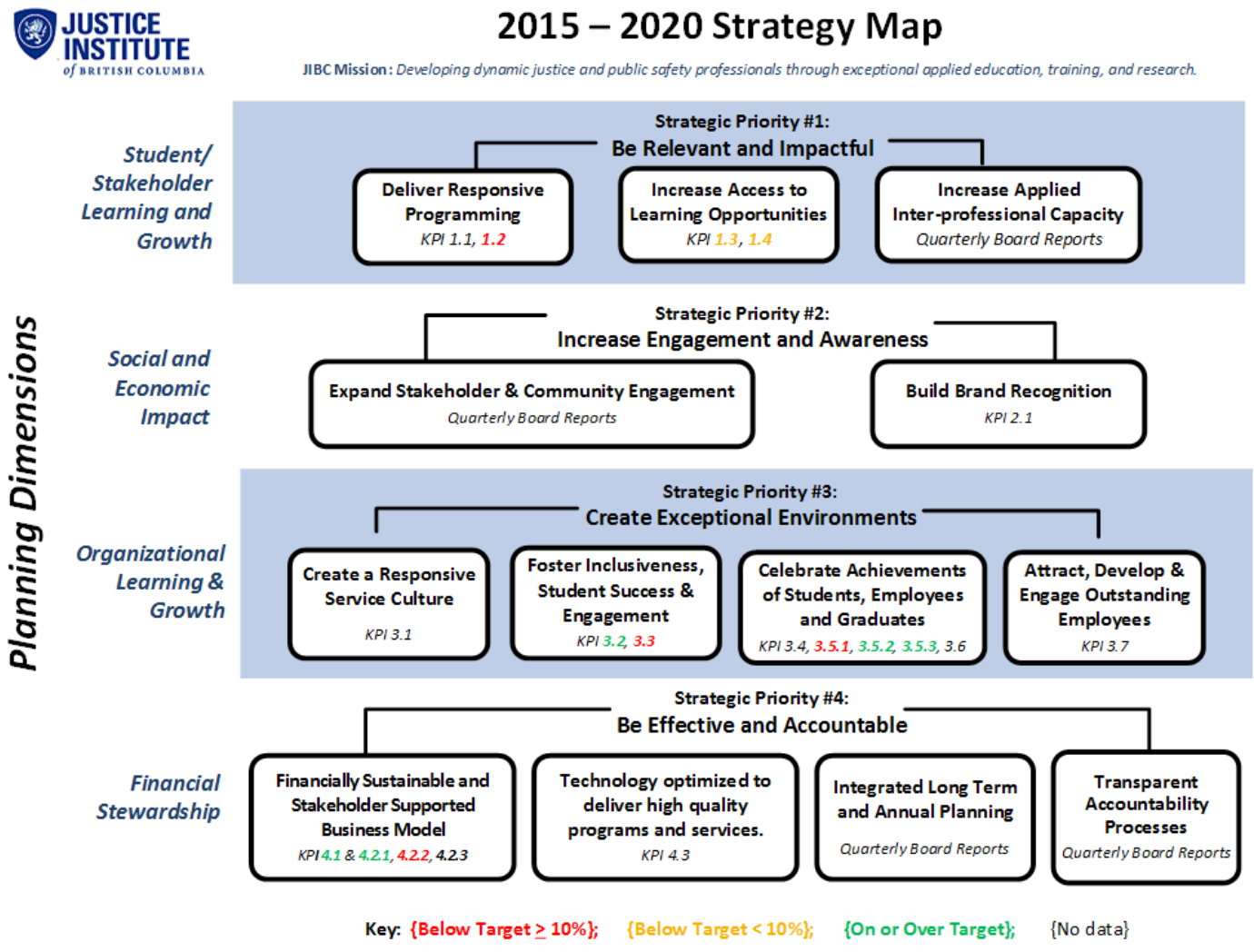
6 Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the province.

7 In 2015 the wording of the skills development questions changed. Until 2014, respondents were asked to indicate the "extent to which their in-school training provided them with opportunities to develop various professional skills" and used a five-point scale. In 2015, respondents were asked "how helpful their program was at developing a number of professional skills" and used a four-point scale.

4.3 BALANCED SCORECARD RESULTS

In addition to the measures identified in the Accountability Framework, JIBC uses an Institute wide Balanced Scorecard to reflect its performance against the Strategic and Academic Plans. These measures are reviewed by the Board of Governors; published internally every quarter and translated into a JIBC strategy map which is used as a communication tool with JIBC's stakeholders.

The Strategy Map below shows the final results for Quarter 4 of Fiscal Year 2015/16.



FINANCIAL INFORMATION

Click on the link below to access JIBC's Audited Financial Statement:

http://www.jibc.ca/about-jibc/strategic-plan-reports

APPENDICES

6.1 APPENDIX 1 – JIBC BALANCED SCORECARD QUARTER 4 2015/16

Strategic Priority 1 - Be Relevant and Impactful						
KPI	Owner	Frequency	Lead/ Lag	Data Source	Final	Annual Target^
1.1. FTE - Percent in BC Skills for Jobs Top 100	VPA	Quarterly	Lead	Provincial CDW	57%	TBD
1.2. Graduate Rating of Usefulness	VPA	Annually (Q3)	Lag	Provincial Outcomes Surveys	78%	> 90%
1.3. FTE from outside of Lower Mainland:						
1.3.1. Domestic Students	VPA	Quarterly	Lag	Provincial CDW	53%	> 57%
1.3.2. Aboriginal Students	VPA	Quarterly	Lag	Provincial CDW	75%	> 73%
1.4. Percent of FTE from Distributed Learning	VPA	Quarterly	Lead	Provincial CDW	31%	> 37%
***NOTES:** **1.4** Mapping to section delivery mode is still under development. *^Targets set to maintain or increase from three-year rolling average baseline except where noted.*						

Strategic Priority 2 - Increase Engagement and Awareness						
KPI	Owner	Frequency	Lead/ Lag	Data Source	Final	Annual Target^
2.1. BC Residents (by region) aware of JIBC.	President	Annually (TBD)	Lag	Ipsos Omnibus Survey	48%	TBD
^Targets set to maintain or increase from three-year rolling average baseline except where noted.						

Strategic Priority 3 - Create Exceptional Environments						
KPI	Owner	Frequency	Lead/ Lag	Data Source	Final	Annual Target^
3.1. Number of Quality Assurance Reviews	VPs	Quarterly	Lag	VP Report	TBD	TBD
3.2. Overall Student Satisfaction						
3.2.1. Class Evaluations	VPA	Quarterly	Lag	Fluid Surveys (IR)	N/A	> 97%
3.2.2. Current Student Survey	VPA	Annually (Q2)	Lag	Current Student Survey (IR)	93%	> 92%
3.2.3. Diploma, Associate Degree, and Certificate Student Outcomes Survey	VPA	Annually (Q3)	Lag	Provincial Outcomes Surveys	93%	> 92%
3.3. Credentials Awarded to Aboriginal Students	VPA	Quarterly	Lag	Provincial CDW	30	> 59
3.4. Students profiled in publications	VPA	Annually	Lag	Marketing & Communications	13	TBD
3.5. Credentials Awarded (All Students):	VPA	Quarterly	Lag	Provincial CDW	1,937	> 2,433
3.5.1. Certificates (includes 'short certificates')	VPA	Quarterly	Lag	Provincial CDW	1,781	> 2,322
3.5.2. Diplomas	VPA	Quarterly	Lag	Provincial CDW	150	> 108
3.5.3. Degrees	VPA	Quarterly	Lag	Provincial CDW	6	> 3
3.6. Employees profiled in publications	President	Annually	Lag	TBD	5	TBD
3.7. Employee Engagement Survey	TBD	Bi-Annual	Lag	Human Resources	TBD	TBD
***NOTES:** **3.2.1** Student satisfaction from Class Evaluations is currently unavailable out of FluidSurveys. *^Targets set to maintain or increase from three-year rolling average baseline except where noted.*						

Strategic Priority 4 - Be Effective and Accountable						
KPI	Owner	Frequency	Lead/ Lag	Data Source	Final	Annual Target^
4.1. Revenue Diversity - Contract, BC Contract, Tuition	VPFA	Quarterly	Lag	Financial Statements	66%	> 64%
4.2. Enrolments (FTE):						
4.2.1. Domestic	VPFA	Quarterly	Lead	Provincial CDW	2,759.7	2,395
4.2.2. International On-Shore	VPFA	Quarterly	Lead	Provincial CDW	41.7	> 63
4.2.3. International Off-Shore	VPFA	Quarterly	Lead	Provincial CDW	88.7	> 88
4.3. Student Satisfaction with:						
4.3.1. Distributed Learning	VPA	Annually	Lag	Fluid Surveys (IR)	TBD	TBD
4.3.2. Education Technology	VPs	Annually	Lag	TBD	TBD	TBD
4.3.3. Technology Supported Services	VPs	Annually	Lag	TBD	TBD	TBD
***NOTES:** **4.3** Student satisfaction with distributed learning from Class Evaluations is currently unavailable out of FluidSurveys. *^Targets set to maintain or increase from three-year rolling average baseline except where noted.*						

6.2 APPENDIX 2 – 2015/16 PERFORMANCE MEASURES AND RESULTS

Performance Measure	Reporting Year					
	2014/15 Actual		2015/16 Target	2015/16 Actual		2015/16 Assessment
Student spaces[2]						
Total student spaces	2,963		2,395	2,765		Exceeded
Nursing and other allied health programs	354		315	356		Exceeded
Credentials awarded[3]						
Number	596		711	TBD		TBD
Aboriginal student spaces[4]						
Total Aboriginal student spaces	158		N/A	191		Not assessed
Student satisfaction with education[5]						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	91.2%	2.5%	≥ 90%	92.8%	1.6%	Achieved
Bachelor degree graduates	N/A	N/A		N/A	N/A	Not assessed
Student assessment of the quality of instruction[5]						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students6	94.5%	1.6%	≥ 90%	95.2%	1.3%	Achieved
Bachelor degree graduates	N/A	N/A		N/A	N/A	Not assessed
Student assessment of skill development[5]						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	Results not comparable7		≥ 85%	84.0%	2.4%	Achieved
Bachelor degree graduates	N/A	N/A		N/A	N/A	Not assessed
Student assessment of usefulness of knowledge and skills in performing job[5]						
	%	+/-		%	+/-	
Diploma, associate degree and certificate graduates	85.8%	2.5%	≥ 90%	77.9%	2.8%	Not Achieved
Bachelor degree graduates	N/A	N/A		N/A	N/A	Not assessed
Unemployment rate[5,6]						
	%	+/-		%	+/-	
Diploma, associate degree and certificate graduates	3.6%	1.3%	≤ 10.5%	2.8%	1.1%	Exceeded
Bachelor degree graduates	N/A	N/A		N/A	N/A	Not assessed

Performance Measure	Reporting Year					
	2014/15 Actual		2015/16 Target	2015/16 Actual		2015/16 Assessment
Former Diploma, Certificate and Associate Degree Students' Assessment of Skill Development						
	%	+/-		%	+/-	
Skill Development (avg. %)	71.5%	3.3%	≥ 85%	84.0%	2.4%	Achieved
Written Communication	54.5%	4.2%		69.2%	3.5%	
Oral Communication	67.0%	3.5%		81.2%	2.8%	
Group Collaboration	83.5%	2.6%		90.7%	1.9%	
Critical Analysis	78.4%	2.9%		85.5%	2.3%	
Problem Resolution	75.7%	3.0%		87.1%	2.2%	
Learn on your Own	68.6%	3.3%		84.9%	2.3%	
Reading and Comprehension	72.8%	3.2%		89.6%	2.0%	
Bachelor Graduates' Assessment of Skill Development						
	%	+/-		%	+/-	
Skill Development (avg. %)	N/A	N/A	≥ 85%	N/A	N/A	
Written Communication	N/A	N/A		N/A	N/A	
Oral Communication	N/A	N/A		N/A	N/A	
Group Collaboration	N/A	N/A		N/A	N/A	
Critical Analysis	N/A	N/A		N/A	N/A	
Problem Resolution	N/A	N/A		N/A	N/A	
Learn on your Own	N/A	N/A		N/A	N/A	
Reading and Comprehension	N/A	N/A		N/A	N/A	

Notes:

TBD - for measures where results are still to be received, the fields have been labelled as "To Be Determined"

N/A - Not applicable

1 Please consult the 2015/16 Standards Manual for a current description of each measure. See http://www.aved.gov.bc.ca/framework/docs/standards_manual.pdf

2 Results from the 2014/15 reporting year are based on data from the 2014/15 fiscal year; results from the 2015/16 reporting year are based on data from the 2015/16 fiscal year. Excludes Industry Training Authority student spaces.

3 Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2015/16 reporting year are a three-year average of the 2012/13, 2013/14, and 2014/15 fiscal years.

4 Results from the 2014/15 reporting year are based on data from the 2013/14 fiscal year; results from the 2015/16 reporting period are based on data from the 2014/15 fiscal year.

5 Results from the 2014/15 reporting year are based on 2014 survey data; results from the 2015/16 reporting year are based on 2015 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

6 Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the province.

7 In 2015 the wording of the skills development questions changed. Until 2014, respondents were asked to indicate the "extent to which their in-school training provided them with opportunities to develop various professional skills" and used a five-point scale. In 2015, respondents were asked "how helpful their program was at developing a number of professional skills" and used a four-point scale.6 Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the province.

Target assessment scale	Description
Exceeded	110% or more of the target
Achieved	100% - 109% of the target
Substantially achieved	90% - 99% of the target
Not achieved	Less than 90% of the target
Not Assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets

Justice Institute of British Columbia

Accountability Framework Performance Targets: 2016/17 - 2018/19

Performance Measure	2016/17	2017/18	2018/19
Student spaces			
Total student spaces	2,393	2,393	TBD
Nursing and other allied health programs	315	315	TBD
Credentials awarded			
Number	874	TBD	TBD
Aboriginal student spaces			
Number	Not assessed		
Percent			
Student satisfaction with education			
Former diploma, associate degree and certificate students	≥ 90%		
Baccalaureate graduates			
Student assessment of the quality of instruction			
Former diploma, associate degree and certificate students	≥ 90%		
Baccalaureate graduates			
Students' assessment of skill development (average %)			
Former diploma, associate degree and certificate students	≥ 85%		
Baccalaureate graduates			
Student assessment of usefulness of knowledge and skills in performing job			
Diploma, associate degree and certificate graduates	≥ 90%		
Baccalaureate graduates			
Unemployment rate			
Diploma, associate degree and certificate graduates	10.8%	≤ unemployment rate for individuals with high school credentials or less	
Baccalaureate graduates			

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